

	Autumn	Spring	Summer
Communication and Language	<p>To turn in response to their name</p> <p>To look in the direction of someone speaking to them</p> <p>To know 5 songs or rhymes</p> <p>To be able to talk about familiar books, and answer simple questions about the story with the image to prompt. (who is it/what is it?)</p> <p>To use some describing words</p> <p>To follow a simple instruction eg stand up, sit down, stop</p> <p>Use words related to what they can see/ what they are doing eg naming the toy they are playing with and/or the action they are doing</p>	<p>To sustain their attention in a group interaction for 5 minutes</p> <p>Use a wider range of vocabulary</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door."</p> <p>Use longer sentences of four to six words.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there...I'll be the driver."</p> <p>To be able to talk about familiar books in more detail answering who, what doing and where questions</p>	<p>To sustain their attention in a group for 10 minutes</p> <p>Sing a large repertoire of songs and rhymes</p> <p>Retell a long story</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p>
Personal, Social, and Emotional Development	<p>Select and use activities and resources, with help when needed.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Develop their sense of responsibility and membership of a community</p> <p>Show more confidence in new social situations.</p> <p>Remember rules without needing an adult to remind them</p> <p>Understand gradually how others might be feeling</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p>

	<p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>To demonstrate some persistence when they cannot immediately do something</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p>
<p>Physical Development</p>	<p>To ride a 3 wheel scooter or a trike without pedals with co-ordination</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To copy the movements of a demonstrating adult or peer</p> <p>To take part in a variety of group activities</p>	<p>To pedal a trike and ride a 2 wheel scooter with balance and co-ordination</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>To move themselves on a balance bike and lift their feet for short periods</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
<p>Literacy</p>	<p>To begin to demonstrate understanding of the five key concepts about print: Eg holding a book the right way up, turning the pages in order, starting at the beginning</p> <p>Commenting on the pictures who/what is it?</p> <p>To explore making marks with a variety of media</p>	<p>Engage in extended conversations about stories, learning new vocabulary and answering variety of who/what doing/where questions</p> <p>Relaying more than one story event</p> <p>Using some of the story language verbatim</p> <p>To make large circles and lines in their mark making</p>	<p>Retell a long story.</p> <p>Develop phonological awareness by spotting and suggesting rhymes and recognising words with the same initial sound, such as money and mother.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>

		Develop phonological awareness by clapping syllables	Write some or all of their name. Write some letters accurately.
Mathematics	<p>To demonstrate understanding of the language “same”/“match” by matching things according to colour/shape/pattern</p> <p>To demonstrate an understanding of the concept of sorting by grouping things according to colour/shape/pattern/size or spotting the “odd one out”</p> <p>Recite numbers past 5</p> <p>Show ‘finger numbers’ up to 2</p> <p>Say one number for each item in order: 1,2,</p> <p>Know that the last number reached when counting a small set of objects tells you how many are in total (‘cardinal principle’)</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’. Etc.</p> <p>To demonstrate understanding of the word “now” by responding to a single word instruction eg “now... sitting”</p> <p>Recognise and extend ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and connect an error in a repeating pattern.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3</p> <p>To know the names of at least two 2D shapes</p> <p>Talk about and explore 2D shapes using informal language; sides, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>To demonstrate understanding of the language taller and shorter/longer and shorter/heavier and lighter/full and empty by choosing from two objects/images which is longer/taller/shorter/heavier/lighter/full/empty</p> <p>To demonstrate an understanding of the word “next” by anticipating and waiting for something</p>	<p>Develop fast recognition of up to 5 objects, without having to count them individually (‘subitising’).</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Recall some of the bonds within 5</p> <p>Solve real world problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’ and ‘fewer than’.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Name some 2D and or 3D shapes and use more mathematical terms to describe their properties Select shapes appropriately; flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Understand position through words alone –for example, “The bag is under the table,” –with no pointing.</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>

			Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Understanding of the World	<p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Use pairs of words to describe what they see, taste, smell and feel eg shiny stone, crunchy leaf, smelly cheese</p> <p>To know their own name and distinguish their own photograph from others'; to know how old they are and say what they like/don't like</p>	<p>Talk about the differences between materials, objects, living things and familiar people</p> <p>To notice changes</p> <p>Show an interest in different occupations.</p> <p>Explore how things work and different forces.</p> <p>To describe some of their own physical features eg hair and skin colour</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Begin to make sense of their own life-story and family make up eg who is the oldest.</p> <p>Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants.</p> <p>Use what they have noticed about how things work to achieve an end eg noticing that the cars need a steeper ramp to roll down without help</p> <p>Know that there are different countries in the world and talk about the differences</p>
Expressive Arts and Design	<p>To use props to reenact familiar experiences eg making and serving a meal</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Join different materials and explore different textures.</p> <p>Make marks with different mark making materials</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p>	<p>Explore different materials freely, to develop their ideas and apply meaning to something after they have made it eg sticking things together then saying "it's a robot"</p> <p>.Copy lines and circles</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Begin to control the use of instruments eg to play a rhythm, to change the volume</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Develop their own ideas in advance or during a making process and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>

	<p>Explore different instruments, how to play them and what sounds they make</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) to familiar songs.</p> <p>Remember most of the lyrics to some songs.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Remember and sing entire songs.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
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